DOCUMENT RESUME

ED 431 650 SO 029 797

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TITLE	To Serve and Learn: The Spirit of Community in Liberal Education. Counterpoints: Studies in the Postmodern Theory of Education, Volume 37.
ISBN	ISBN-0-8204-3450-7
ISSN	ISSN-1058-1634
PUB DATE	1998-00-00
NOTE	181p.
AVAILABLE FROM	Peter Lang Publishing, Inc., 275 Seventh Avenue, New York, NY 10001-6708; Tel: 800-770-5264 (Toll Free); Tel: 212-647-7706; Fax: 212-647-7707; Web site: http://www.peterlang.com ($29.95).
PUB TYPE	Books (010) -- Collected Works - General (020)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	*Curriculum Development; Demonstration Programs; *General Education; Global Approach; Higher Education; Liberal Arts; School Community Relationship; *Service Learning; *Student Educational Objectives; *Theory Practice Relationship
IDENTIFIERS	*Community Service; Learning Environments

ABSTRACT

The product of faculty, staff, and students from 10 exemplary programs in service learning at selected liberal arts colleges across the country, this collection of essays addresses vital issues in liberal learning and education for community. The collection's focus is the creation of educational goals and strategies for developing a service curriculum and for assuring an integral role for service learning within distinctive institutional settings. It highlights intimate connections between theory and practice with a shared emphasis on critical/reflective inquiry, social responsibility, and empowerment. Following an introduction by the editors, essays in Part 1, "Service Learning and General Education," are as follows: (1) "Education for Responsible Citizenship at Drury College" (Eltjen J. Plikkema); (2) "The Salem Signature: Self-Discovery and Community Service" (M. Cynthia Farris; Sidney Kelly). Essays in Part 2, "Domestic Community and Liberal Education," are as follows: (3) "Intercultural Citizenship and Democratic Sensibility at Hobart and William Smith Colleges" (Richard Guarasci; David Mapstone); (4) "Vision, Voice, Vocation: The Westmont College Urban Program" (Steven Schultz; Stacia Brown); (5) "The Student Literacy Corps at West Virginia Wesleyan" (Jean M. O'Halloran); (6) "Liberationist Theology through Community Service-Learning at Trinity College of Vermont" (Oren W. Davis; Jennifer Dodge); (7) "The Southern Volunteer Corps at Birmingham-Southern College" (Stewart A. Jackson; Tonya L. Smothers). Essays in Part 3, "International Community and Liberal Education," are as follows: (8) "The Goshen College Study-Service Program" (J. Daniel Hess); (9) "International Service and the African-American Experience at Saint Augustine's College" (Barbara B. Tazewell); and (10) "The Global Perspective at St. Olaf: Study/Service Indonesia" (Rick Fairbanks; Tim Foss). (BT)